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C^ontents

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THE COVER

Although snow blankets the Missouri State Teachers Association Building and life is not in evidence on the outside, it is a different situation inside. Activities on behalf of teachers and education are as usual the center of attention.—Photo: Inks Franklin

Send all Contributions to the Editor

General Officers: C. H. Lindemeyer, President, Kirkwood; John E. Evans, 1st V.-Pres., Kansas City; Grace Gardner, 2nd V.-Pres., Springfield; Phillip Greer, 3rd V.-Pres., Berkeley; Everett Keith, Columbia, Sec.-Treas.; Inks Franklin, Columbia, Asst. Ex. Sec., Editor, School and Community; Gordon Renfrow, Columbia, Director Field Service; Marvin Shamberger, Columbia, Director Research.

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Published monthly Sept. thru May at Columbia, Mo., by Missouri State Teachers Association. Entered as Second Class matter, Oct. 29, 1915, Postoffice at Columbia, Mo., under Act of March 3, 1879. Acceptance for mailing at special rate provided for in section 1103, Act of Oct. 3, 1917; authorized May 17, 1921. Annual membership dues \$4.00. Subscription to non-members, \$2.00 a year.

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A list of "Free Films for Schools and All Adult Groups" has been issued by Southwestern Bell Telephone Company. In the list are 45 films on science, history, and progress of Missouri, and others of general interest.

Further information is available from Southwestern Bell Film Library, c/o Swank Motion Pictures, Inc., 621 North Skinker Blvd., St. Louis 5, Mo.

SCIENCE TEACHERS RESOURCE UNIT

"How to Teach Contemporary Science Events," a resource unit based on experiments of 25 science teachers, has been published by Science Digest Magazine.

The booklet is the result of a survey which disclosed that almost no material has been published on methods of teaching current science events.

Free copies are available from Allan Carpenter, 200 East Ontario, Chicago 11, Illinois.

FOR MUSIC TEACHERS

A new guide booklet outlining keyboard experience method of teaching elementary music is available free for use by classroom teachers and music specialists.

The new aid called "A Suggested Keyboard Experience Lesson Plan," covers grades three to six, although the information is adaptable for programs in earlier or later grades.

Copies can be obtained free from the American Music Conference, 332 South Michigan Avenue, Chicago 4, Illinois.

TEACHING WRITING IN SECONDARY SCHOOLS

"Writing," a portfolio published by the National Council of Teachers of English, is a composite of 12 interesting and informative articles discussing highschool writing.

The portfolio is a record of successful experiences of English teachers in teaching students in secondary schools how to write. All but one of the 12 articles have appeared in the English Journal.

Copies are available for \$1.00 from the National Council of Teachers of English, 704 South Sixth Street, Champaign, Illinois.

TRICKS OF THE TRADE

Furniture finishing for the home craftsman is explained in a new booklet, "Tricks of the Trade," published by a professional cabinet maker. It gives directions for finishing pine, cherry, maple, birch, mahogany, walnut, and modern furniture, restoring worn finishes, refinishing antiques, repairing furniture, making antiques painted finishes, gilding and working with pine.

A catalog of ready-cut furniture is included. The 46-page booklet costs one dollar from Worcester Artisans, Inc., 288 Main Street, Worcester, Mass.

MATERIALS LISTED FOR AVIATION TEACHING

"Pictures, Pamphlets and Packets," a 16-page source list of more than 240 free and inexpensive aviation education teaching aids, has been released by the National Aviation Education Council.

Listings are limited to items costing \$1 or less. Most listings are available at no cost. The booklet includes information on aviation careers, weather, theory of flight, missiles and rockets, space exploration, air transportation, aircraft engines, history of aviation, air express, air mail, etc.

Single copies are free from National Aviation Education Council, 1025 Connecticut Ave., N. W., Washington 6, D. C.

FREE TAPES, SCRIPTS LISTED IN GUIDE

The all-new fifth edition of "Educator's Guide to Free Tapes, Scripts and Transcriptions" lists 80 free tapes, 306 free scripts and 117 free transcriptions. It is designed to help fill the increasing demand for more films, slidefilms, tapes, scripts, transcriptions and similar audio and visual enrichment materials.

The 229-page publication contains 503 titles, 98 of which are new starred titles. Titles withdrawn during the past year have been deleted, and a new section on science has been added in this edition.

The booklet also contains an article by Dr. Walter A. Wittich on "Audio Materials and Instruction," which is available free to educators who ask for reprints. The book is \$5.75 from the Educators Progress Service, Box 497, Randolph, Wisconsin.

Important ★ EVENTS

JANUARY

- 8 Missouri Music Educators Association, University of Missouri, Columbia, January 8-10, 1959.
- 19 Missouri Association of School Administrators, University of Missouri, Columbia, Jan. 19-20, 1959.
- 31 Central Missouri Schoolmasters Dinner Meeting, Central State College, Warrensburg, Jan. 31, 1959.

FEBRUARY

- 3 Missouri Association of School Boards Meeting, University of Missouri, Columbia, Feb. 3, 1959.
- 5 Department of Classroom Teachers, South Central Regional Conference, Lincoln, Nebraska, Feb. 5-7, 1959.
- 7 National Association of Secondary School Principals, 43rd Annual Convention, Philadelphia, Pa., Feb. 7-11, 1959.
- 14 American Association of School Administrators, Annual Convention, Atlantic City, N. J., Feb. 14-18, 1959.
- 15 Brotherhood Week, Feb. 15-22, 1959.
- 24 Music Teachers' National Association Biennial Convention, Kansas City, Feb. 24-28, 1959.
- 25 Southwest Regional Conference on Instruction, NEA-MSTA, Biltmore Hotel, Oklahoma City, Feb. 25-28, 1959.
- 28 Department of Elementary School Principals, Annual Meeting, Los Angeles, Calif., Feb. 28-March 4, 1959.

MARCH

- 1 Association for Supervision & Curriculum Development Annual Conference, Cincinnati, Ohio, March 1-5, 1959.
- 10 Education Day, University of Missouri, Columbia, March 10, 1959.
- 13 Northeast District Teachers Association Meeting, Kirksville, March 13, 1959.
- 20 St. Louis Suburban District Meeting, Kiel Auditorium, St. Louis, March 20, 1959.
- 29 American Association for Health, Physical Education and Recreation Convention, Portland, Oregon, March 29-April 2, 1959.

JUNE

- 28 NEA Annual Convention, St. Louis, June 28-July 3, 1959.

NOVEMBER

- 4 Missouri State Teachers Association Annual Convention, St. Louis, November 4, 5 and 6, 1959.

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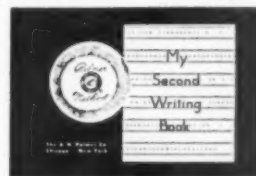


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Donald L. Dyer, religion; Sister M. Fidesta, Mu and Bd.

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Recent Opinions by the ATTORNEY GENERAL

SCHOOL BUSES

Privately owned school buses used to transport school children, under contract between the owners and school districts, may be used to transport agricultural day-haul workers in connection with Employment Security Program, provided that (1) such use is not prohibited by, and does not interfere with performance under contract with district, (2) buses are properly licensed, (3) the bus owner complies with requirements of Sec. 304.075, RSMo. Cum. Supp. 1957, relating to covering signs. District-owned school buses cannot be legally used to transport day-haul workers.

CONANT TO ADDRESS SCHOOL BOARD ASSN.

Dr. James B. Conant, president emeritus of Harvard University and former United States Ambassador to the Federal Republic of Germany, will speak at the University of Missouri at 1:30 p. m., Feb. 3, at the annual convention of the Missouri School Board Association. His talk will be given in Jesse Auditorium.

Dr. Conant's subject will be "Dr. Conant Looks at Missouri's Public High Schools," and will be based on his two-year study of the high schools of America under a grant from the Carnegie Corporation administered by the Educational Testing Service at Princeton, N. J. It will include numerous recommendations to the school boards of the State, and also to the citizens.

The talk will be sponsored by the Missouri School Board Association. Co-sponsors are the Missouri State Teachers Association, the Missouri Association of School Administrators, the State Department of Education, and the College of Education of the University of Missouri.

Dr. Conant has been president emeritus of Harvard University since 1953.

He was United States High Commissioner for Germany from 1953 to 1955, when he became Ambassador Extraordinary and Plenipotentiary of the United States to the Federal Republic of Germany, until 1957.

AASA Convention February 14-18

A wide variety of subjects—music, fine arts, drama, literature, the dance, arts and crafts and architecture—will hold the spotlight at the annual meeting of the American Association of School Administrators, to be held February 14-18 in Atlantic City, N. J.

Included in the convention program are 10 general sessions, highlighted by a presentation by Walt Disney Productions on creativity in the graphic arts and a musical program by Van Cliburn. In addition, the convention will include case study presentations, reports of research and debates of major educational controversies.

Theme for this 91st annual convention is "Education and the Creative Arts." It will mark the first time the convention has given major emphasis to these subjects. Of a total of 100 group sessions at the convention, 23 will deal with some phase of the arts.

One of the features of the several sectional meetings will be a report on Russia by Commissioner Derthick's team of educators.

Highlights of the general sessions include:

First session: Creativity in Education Through the Graphic Arts, by Walt Disney Studios.

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Second session: Golden Key awards
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Third session: Philadelphia All-City
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Fourth session: Eastman School of
Music Symphony Orchestra.

Fifth session: "What Does a Poem
Do?" by John Ciardi, poetry editor,
Saturday Review of Literature.

Sixth session: Jose Limon Dance
Company.

Seventh session: Discussion of tele-
vision in education by Louis G. Cow-
an, president, CBS Television Net-
work, and talk on general concept of
creativity in architecture, John Stew-
art Detlie, architect.

Eighth session: Richard Eberhart,
professor of English at Dartmouth
College, reading his own poetry with
commentary, and Prof. George Z. F.
Bereday, Columbia University, dis-
cussing what it is about American edu-
cation that produces creative individ-
uals.

Ninth session: Discussion of signifi-
cance of artistic climate to the creative
human being, by Reuben Gustavson,
Resources for the Future.

Tenth session: Musical program by
Van Cliburn.

ADMINISTRATORS FORM ASSOCIATION

A Tri-County Administrators Asso-
ciation recently was formed at a meet-
ing of school administrators in Mound
City. Donald Johnson, State School
Supervisor, conducted the program,
and Oral Spurgeon, Director of Super-
vision, was on the program.

Irwin Thomas of Oregon is chair-
man of the association, Clayton Poynter,
Tarkio, is vice-chairman and Fred
Davis, Andrew County, is secretary-
treasurer.

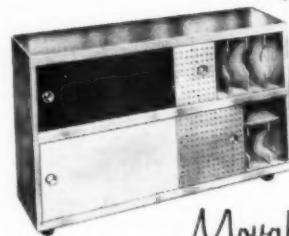
EDUCATION ACT FUNDS AVAILABLE THIS MONTH

Funds will be available to States and
educational institutions by January or
February for most of the new pro-
grams under the National Defense Act
of 1958, according to the U. S. Office
of Education.

This will mean monies for loans to
college students; for area programs of
vocational training in skills needed for
national defense; for State programs in
guidance, counseling, and testing in
elementary and secondary schools; to
help purchase equipment to strengthen
science, mathematics, and language in-
struction in elementary and secondary
schools; for research in the educational
use of television and related media;
for improving statistical services of
State departments of education.

Funds will be made available in the
spring of 1959 to begin awarding grad-
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tion in the summer of 1959 of foreign
language centers and institutes, and
for institutes to train guidance person-
nel.

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Conservation Begins at School

By Jim Jackson
Education Advisor
Missouri
Conservation Commission

IT occasionally happens that teachers — and consequently their pupils — tend to think of conservation only in terms of wildlife agents, forest rangers, and such agencies as the State Conservation Commission. When this occurs, the full meaning of conservation often becomes lost to those youngsters who happen to be studying about our natural resources.

For some reason, then, this approach does not teach pupils the fact that wise resource use is everybody's business. Perhaps this is because most youngsters feel that they will never have any direct control over our woods, fields and waters. Those in urban areas may even miss seeing any connection between resources in the raw and the endless gadgets of our modern civilization.

Maybe the trouble is that we tend to divorce the great American conservation movement from the classroom, the home, and from everyday living. We even tend to forget that it is mainly a problem of attitudes.

But let's start in the classroom. Every teacher knows that children must be taught not to waste writing paper, not to throw textbooks at each other, not to carve on the desks and to damage other school properties. A good teacher explains to youngsters that writing paper, books and desks are valuable just as are the forests that produce them. That teacher also points out that school finance problems bear directly upon the taxpayers. That, of course, includes Mom and Dad.

The wise use of school properties, then, is conservation as applied to pupils in their classroom.

Another example can be pointed out to focus attention to a growing national problem: that of the litterbug. The teacher's fight to eliminate litterbugging at school is a minor skirmish compared to the battles which confront our park and highway departments. But here again proper training should begin in the classroom, then be applied to school grounds, then finally to the community. It needs to teach children an appreciation of scenery as Nature created it, not as human carelessness is prone to leave it. To stop the litterbugs—whether at school or in a park—may not be thought of as conservation of the gully-stopping type but it is promoting wise use of our American heritage in scenery.

As for the problem of soil erosion, there are graphic illustrations on the grounds of many elementary schools. Where the school grounds are entirely covered by asphalt or concrete there will, of course, be no erosion. Nor will there likely be any shade trees. On the other hand, bare ground trampled daily by a mob of recessing children can be a valuable object lesson. This is especially true if they can be taught to recognize sheet erosion and gullying and shown how it might be prevented. If the school board has a zealous conservation attitude it might pay someone to do some landscape repairing. Better yet, it might encourage the staff and pupils to plant trees, shrubs or grass. Both teachers and pupils can learn from this and it is a practical example of conservation in action at school.

Incidentally, seedlings are free to schools to be used specifically for forest and wildlife plantings and may be obtained from the Missouri Conservation Commission. A variety of plants is available

but all orders must be submitted not later than February 15 of the year in which they are to be planted. Teachers can get information about this and other services from the Education Advisor in their district.

Many of the new consolidated schools have ample grounds for future expansion; this is especially true in rural areas. Until that extra space is needed it can be used for planting projects or as an outdoor laboratory, or both. Even a neglected weed field can be attractive to youngsters with exploring minds. From the weeds they can learn about how plant life prevents erosion and how, upon its death, it adds organic matter to the soil as a guarantee of future life. From the rabbits, birds and lesser creatures the young Nature detectives can learn about the interdependence of all living things. The great web of life can be just as evident on the school grounds as in the forest or on the farm; and children need to know something of Nature's grand pattern.

In these days of mushrooming populations our natural resources are becoming more important than ever. Witness, therefore, how most curriculum guides try to show us how conservation can be integrated into both science and social studies. Also notice how many textbooks now include chapters or units dealing with management of forests, farms, waters and wildlife.

But let us never forget that basically conservation is an attitude of wise use. Many teachers wisely use current events as a starting point for the teaching of social studies. Similarly, the problem of maintaining school properties is a good starting point in the teaching of resource-use. It's a practical way to help pupils attain a conservation attitude.

Missouri Taxes--

By Ron Martin

Are They Adequate?

ARE Missouri state taxes adequate? In a time when some cry for relief from the burden of taxes, Missourians would do well to pause and evaluate the tax situation as far as state government is concerned.

As it now stands, Missouri ranks above the median among states in respect to wealth. The exact position is not so material when we understand that from the point of view of tax burdens for state purposes, this state ranks forty-fourth. A situation such as this suggests one of two things: Either Missouri's government is more efficient than even the most frugal taxpayer could hope, or else Missourians are not doing their job in providing suitable institutions, such as schools, and other necessary state services.

Probably it is the latter. As Missouri Governor James T. Blair, Jr. has said, "The State has reached a point where it must either progress or slide backward; it cannot stand still."

The decision which faces the Missouri taxpayer is this: Do we want better schools, institutions and more services from our government, or are we going to settle for less?

In the last year for which figures are available, 1956, Missourians spent about 6.8 percent of per capita income for state and local taxes. The average per capita earnings in 1956 was \$1,858. Of this amount, about \$62.55 per capita went for state taxes and \$64 for local taxes.

Tax is Low

Only four states have a lower per capita state tax burden than does

Missouri. This state's average of \$62.55 is considerably lower than the nationwide average of \$86.75.

Missouri passes a smaller amount of tax receipts on to local government units such as schools than do many other states. Much of this money in other states goes to schools, so Missouri schools are not getting as big a share of the tax dollar as are schools in most other states. Local government gets about 19 percent of Missouri taxes, while the average for all states is 30 percent.

State funds which go to Missouri schools are considerably less than in other states. The percent of school revenue receipts from the

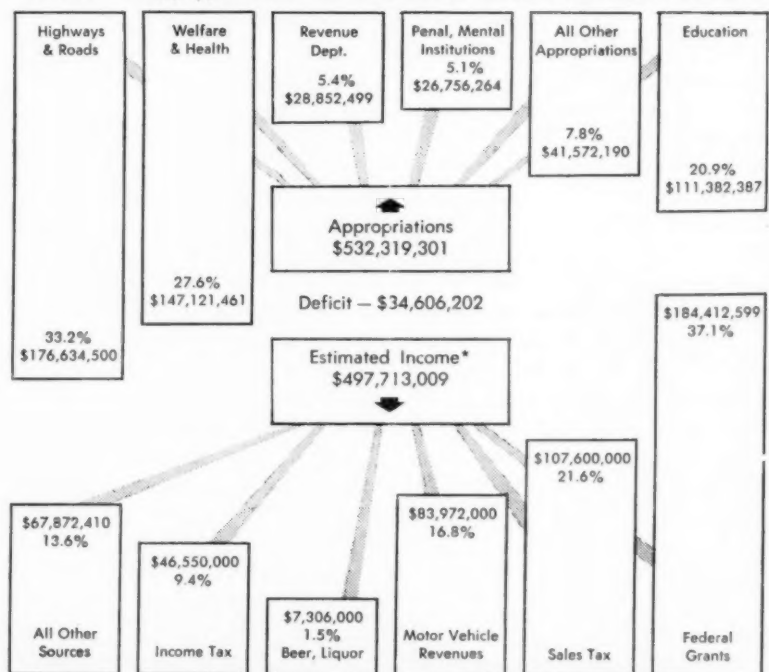
state in 1957-58 was 33.6, while the average for the country as a whole was 40.6 percent. From all state sources, including free textbooks and building funds, Missouri provided \$101.92 per pupil. The national average was \$135.56.

If state support of schools in Missouri is going to keep pace with the national average, then an additional \$26,000,000 per year is needed. Should Missouri provide 50 percent of the operating funds for schools, it would call for about \$35,000,000 more per year.

Increase Taxes

Another answer to the question, "Why low taxes?" might be that Missourians are not doing their

Missouri's Appropriations and Estimated Income for Fiscal 1958-59



*As estimated by Governor's Budget Staff.

Reprinted from "Missouri Business."

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share to make their state a strong one. Increased state taxes would provide the government with funds to support and expand present programs, sponsor new ones and raise standards of state services and institutions.

Where are the sources of income for the state government? Surprisingly enough, the biggest single source of Missouri's revenue comes from the federal government. In the fiscal year which closed June 30, 1957, the total state income was about \$426 million. Of that amount, more than \$117 million or 27.6 percent of the entire revenue came to the state in the form of federal grants. In contrast, nearly 75 percent of the taxes Missourians paid went to the federal government.

The largest single source of revenue inside the state was sales tax. Of the \$263 million tax take, slightly less than \$100 million was from sales tax. Other state revenue sources, in the order of their importance, were gas and fuel use taxes, income tax, motor vehicle and drivers licenses.

Tax Recommendations

When it comes to the consideration of new taxes, it should be pointed out that the General Assembly has many individuals among its members well informed on tax matters.

Whatever state taxes might be proposed must eventually have the widespread support of citizens in this state.

It has been the policy of the Missouri State Teachers Association for many years to support wholeheartedly the recommendations of the General Assembly in respect to the increasing of state taxes for essential services. More money is being spent at the state level than is available. It can be seen, then, that some adjustment must be made, either in the amount of state expenditures, or the size of taxes levied on residents of the state.

Missouri is not alone in this trend toward higher taxes. It is general over the nation, and is

fostered by similar conditions. New state services are being added and old ones are being expanded and revised. Certainly inflation has played a part in rising costs, but the major reason for tax increase is expansion of state services.

What can be expected if present trends continue? Either taxes must be increased or services cut.

No one is going to get something for nothing, for every time a state expenditure is made, revenue must

come from some source to meet that expense. But Missouri taxpayers must be ready to spend their money for needed governmental expenditures. If this state is to keep pace with others, citizens must realize that, as the Governor said, the state must either progress or slide backward; it cannot stand still.

Inevitably, everything hinges on what the taxpayer wants his government to do.

A Letter to the Elementary School Principals, MSTA

Dear Elementary Principal:

Greetings from the office of the secretary of the Department of Elementary School Principals.

Plans for the year are beginning to crystallize. At an executive committee meeting in Columbia, October 4, Evan Wright, Program Committee Chairman, reported on plans for the spring meeting, April 13 and 14, at the University of Missouri.

The overall theme, "Developing the Competencies of the Elementary Principal," will be continued. This year's emphasis is on "Organizing the Staff for Problem Solving." Some areas of possible discussion include: (a) Identification of problems; (b) Techniques of solving problems; (c) Principal-teacher conferences—both privately and by groups; (d) In-service training program; (e) Minor problems—scheduling, extra duties of teachers, curriculum changes, etc.; (f) Guidance in elementary schools; and (g) Use of lay people outside the school.

If district meetings are concerned with the same subjects mentioned, the spring meeting in Columbia will be a culminating activity for the year's work.

The training of elementary school principals in Missouri is improving each year. The better principals are trained, the more interest they show in their professional organizations, the better the services they render in their respective communities.

At a business meeting in Kansas City during the state convention, Tom St. Clair, chairman of the policy and plans committee, offered the following plans for his committee: (1) Improve cooperation between D.E.S.P. and other N.E.A. departments; (2) Explore guidance practices in elementary schools; (3) Try to arrange college supported workshops in elementary education for principals; (4) Improve training of elementary teachers; (5) Prevent exploitation of elementary school children; and (6) Work toward improvement of enrichment programs for educationally talented children.

The following proposed changes in the constitution were read for the first time at the meeting: (1) Creation of a separate office of treasurer apart from the secretary's office; (2) Addition of the office of second vice-president; and (3) Expansion of policy and plans committee to five members to serve for five years.

Last school year more than six hundred principals in Missouri were members of the State Elementary Principals Association. Tremendous progress is being made each year by this unified organization. In recent years, it has become an active force in letting other educational affiliations know what our collective thoughts are on important issues.

To continue your professional membership please clip the notice below and send with \$2.00 to:

Paul G. Fleeman, Secretary-Treasurer
Grant School
Columbia, Missouri

Enclosed is the amount of two dollars (\$2.00) in payment of my dues for 1958-59.

Name
School
Address

LEARNING LANGUAGE the Easy Way

By
Louise Taylor
North Kansas City

I WAS a "pack rat." Not in the true sense of the word, but this "name calling" was used affectionately in describing a human scavenger who happened to collect anything from string to old car parts. My chief accomplice was the custodian, who saw to it that I was well supplied with old light bulbs, sawdust, light switches, alarm clocks, and cardboard boxes. My activities as a scavenger have continued with the help of interested parents.

Children need a vital stimulating environment in order to experience challenging progress and satisfaction. Giving the child freedom to explore—create and try out inner feelings—is conducive to the child's development in listening, speaking and writing.

I have found activity centers to be the best device for children finding a functional and satisfying use for speaking and listening. These centers are usually outgrowths of children's interests—giving the children opportunities to test-try and relate verbally to information gathered. The centers aren't static—introducing new material as demanded.

Children went ahead and re-



Words were verbalized and written boldly in black crayon on the children's pictures.

produced in concrete form what they had heard or, in other words, the children's role as listeners was actively interpreted.

Charles' reaction to this experience was expressed using crayons as the medium picturing a man asleep on half of the paper and a

man working in the other—using a familiar situation to show concept. Our science center was used as a motivating factor for these activities—speech being the tool of communication—a functional oral language experience.

Speech is the prerequisite for writing. Giving verbal communication the proper respect and motivation within the classroom leads to the development of children's ability to express themselves in writing.

Children find much pleasure in poetry — the rhythm — rhyming words—noisy funny words such as current, descriptive phrases, such as "strappy-cappy low shoes."

Hee, Hee! Ha, Ha!
Splash! Splash! Splash!
Sh! Sh! Sh!
Grr-r-r!
Bang! Bang! Bang!

The words were verbalized and written boldly in black crayon on



"Let's make some mountains and hills and plains."
"The mountains are bigger and taller than the hills."



"Steve, see the world move?
The world moves all of the time, day and night it moves all of the time."

Dear Miss Taylor
 Tim Tadpole
 has two legs
 Soon he will be
 a Frog
 Sid Eddie

Writing should be an expression of an everyday experience enjoyed.

the children's pictures. Our first attempts in written expression consisted of what we called "Noisy Books." These picture-story books were outgrowths of the creative dramatization of words which were suggestive of sounds in relation to the children's experiences.

The reading of poems, stories, or observation of happenings in their immediate environment were useful in the motivation of the making of picture stories. The arranging of materials initiated the making of individual picture-story books. These books were sometimes products of their imagination or related in some class activity in science or social studies.

Children also found picture-story-making a means of sharing personal experiences in our news corner.

"Good-bye

I'm going shopping."

Children bring to school what they hear at home. The community has a voice too.

"Miss Taylor, I'm the bus driver.

We're all goin' to Kansas City."

It is important that we respect the value of play as an intended fulfillment in the development of the child. Through dramatic play, the child is able to interpret the adult world. Through this medium, the child can be and is whatever he wishes to be. The house-keeping center with its dress-up box, simple household furnishings, and a mounted steering wheel provide a ready motivation.

"See my bridge."

Building activities contribute to the understanding of the constructive influences in his environment. A block center is provided for such experiences.

Music is in each child and is a part of every day. A place is set aside for the child's individual need for responding to rhythm, a new sound, or listening enjoyment. Children learned the worth of using music as a background for their creative dramatic interpretation of a particular mood to be experienced. Through experi-

The sun is 93,000,000 miles away. It is very, very big according to the sun the earth is very little.

Jimmy's concept of the earth and the sun.

mentation, under the guidance of the teacher, they discovered the differences of mood created by the playing of the lower and higher key-board on the piano.

I believe all mediums definitely have their place and will continue to make a vital contribution to the function of oral and written language.

ART CONFERENCE SET FOR APRIL 17-18

Plans for the Spring Art Conference April 17-18 at the Ritenour Consolidated School District, St. Louis County, were discussed at a recent meeting of the Missouri Art Education Association Council members from the Greater St. Louis area.

Meeting with Mrs. Estelle Milovich, the council members formed these committees: teacher demonstrations, Virginia Julyan, St. Louis County representative, chairman, Bill Neuman, council member, Alice Ulbright, president of St. Louis County Teachers' Art Club, and Dr. Marie Larkin, director of art, St. Louis public schools; and buzz sessions, Virginia Lacy, vice president of the council and Elizabeth Strange, St. Louis County representative.

Teacher Participation In Administration

By Vencil W. Wilson, Principal,
 Kinyon School,
 Poplar Bluff

No educational program can be entirely successful unless the teaching faculty believes in their administrators, their policies, and the overall objectives. If the ultimate product, the pupil, is to advance, there must be unity of policy and cooperation between the faculty and the administration.

In order to achieve the above objective, an administrator must take the lead in providing a pleasant, stimulating, and wholesome environment in which teachers will want to work and in which they will feel secure. His is the responsibility for seeing that teachers have opportunities to share ideas and to work together effectively as a group.

By bringing teachers together in designated committees, or as a whole, to work out schedules for playground duties, bulletin board assignments, lunch duties, etc., the autocratic policy of the past is discarded for the democratic method. By this approach teachers realize the overall responsibility of the school rather than in terms of his pupils only.

By approaching, drafting, and executing school policy with the participation of classroom teachers many of the evils of an autocratic policy of the past is alleviated. Also, this ensures the product of group thinking and action rather than individual.

The Kinyon faculty met last spring to organize committees for the purpose of drafting a "School Administration Handbook." As a result of their initiative, ability, and time, Kinyon School has a handbook to provide consistency and uniformity in approaching and solving many problems, as well as providing schedules of duties, which helps to avoid misunderstandings and assign responsibilities.

About Teaching Writing

in High School*

By Dr. Elizabeth Berry
College Counselor and Director
of Teacher Education,
Junior College, Kansas City

THE teaching of English is more than a set of methods or a bag of tricks. At best, it is a creative process, rooted in a dynamic philosophy of education, stemming from a dynamic philosophy of life. Every English teacher needs to develop such a philosophy of education to enable him to give direction to his teaching, to know where to place the emphasis and why, and to recognize where improvements are needed. He needs to know why things are taught, as well as how and when they are best taught. Years ago, John Dewey, who is probably one of the most misquoted, misinterpreted, and misunderstood educators who ever lived, gave us a clue to a better quality of English teaching. Unfortunately, many teachers who adopted his methods did so without a knowledge of what they were about. Methods without meaning are sterile, to say the least.

When Mr. Bob Wells, our second vice-president, asked me to speak today, he said we were to discuss, "How well do they write?" "Why?" "And what are we doing about it?"

In answer to the first question, "How well do they write?" I would like to say, "About as well as they ever did, but not as well as they should and could." For several years now I have had the opportunity to read thousands of notes, letters, and papers written by parents or other middle-age adults; and I am reminded of a sage who recently said, "The worries, problems, and hardships of

today become the good old days of tomorrow!" It is easy enough as we get older to look back on our own childhood experiences as the ideal ones and to feel that the younger generation is going to the dogs. "How well do they write?" Again, I reaffirm what I earlier said, "About as well as they ever did, but not as good as they should and could."

In answer to the second question, "Why?" to a great extent we English teachers are responsible; for too often we have stressed the peripheral rather than the central. We have been so wound up in a mechanical process that we have lost sight of our goals and have failed therefore to grow in our methods. To a great extent, professional test makers have likewise been responsible; for those composing tests have also tended to stress the secondary.

In many ways, a test maker becomes a curriculum guide; for all research points to the conclusion that whatever is tested tends to be that which is taught. For an English teacher continually to give tests on the mechanics of writing and at the same time say to the student that it is the content of composition that really counts is but to admit that he is focusing on the secondary and the really important things must be learned elsewhere.

This reminds me of a student who came to my office a short time ago. The son of a famous author, he complained to me of the grading of an English theme his teacher had returned to him that day. He had made four mechanical errors and his grade was "D." In a dis-

cussion that followed between him and the teacher, he had said, "But what about the content of this paper, doesn't it count for anything?" His English teacher replied, "I don't care about the content. I'm here to teach writing—to teach you to spell, punctuate, use words correctly, and make proper use of the capital letters. The content will come naturally if you master the fundamentals." With an author father and a creative home environment, it is little wonder that this boy came to me questioning the purposes of the English class. In this case, it was the English teacher, not the student, who needed insight.¹

"What are we doing about it?" We have been plugging away for some time on lessening the teaching load, the need for smaller classes, and the importance of suitable books and materials. These things are of upmost importance, but alone they are not enough. In the final analysis, whether we accomplish the goal of a better quality of English education for the boys and girls of Missouri will depend to a great extent upon how much we English teachers are willing to rethink our philosophy, re-evaluate our methods, and apply what we learn in the process. I have already done a great deal of this, and I would like to briefly mention some of the things that I found out.

*Text of an address made in Fayette, April 19, at the state meeting of the Missouri Association of Teachers of English.

¹ For those of you who wonder if the teacher really made such a statement, the answer is yes. The teacher expressed a similar point of view in a conversation with me on this topic.

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First of all, writing is not a skill that can be studied and acquired in a vacuum. This is what Wendell Johnson meant when he popularized the phrase, "You can't write writing." And years before, Dewey had said, "There is all the difference in the world between having something to say and having to say something." Further, he went on to say that a child cannot spin language out of nothing. He must have an opportunity to acquire and assimilate ideas before he can give intelligent expression to them. The English teacher must provide this stimulation, must help the student identify problems that are real to him, analyze these problems, search for solutions, come to conclusions, and evaluate results. John Dewey knew that writing originates, grows, and matures itself only in the thinking process; in which process it fulfills itself as it takes its place in interaction with the other language arts.

Second, because reading, writing, speaking, and listening fulfill themselves through the thinking process, it follows that the key to better writing lies in a better understanding of *how we think*.

Third, the unit method of teaching is the best method that we know today. Put into practice by a sentimentalist, a well-meaning but ill-qualified English teacher, it can lead to classroom confusion, fuzzy thinking, and a lowering of standards for all concerned. On the other hand, if it is implemented by an English teacher who understands child growth and development, has a good command of subject matter, and knows how to guide students in the thinking process, it can lead each student to produce the best that he has in him to do.

Finally, the teaching of writing must be most concerned with releasing the student's language potential, helping him acquire content by the process of thinking through problems pertinent to him, and only then can he justify time being devoted to polishing

the worthwhile writing that has been done.

At this point you may be questioning the practicality of the point of view I have discussed. "It cannot be done," some of you will say, or, "Doesn't that require an ideal teaching situation?" Or again you may think that educators are too theoretical. Sometimes the latter statement is true. Certainly it is the application of the theory which is decisive.

In answer to your unasked questions, I would like to say that I believed Kilpatrick when he said, "We learn what we live, we learn it to the extent that we accept it, and that which we live and accept, we build into character that guides our future action."

I have tried these things that I tell you about. I have put them to test, and I have published a book which verifies the work I have done. I have proved to myself that the plan of action I have presented to you represents a superior approach.

N.W. MISSOURI COLLEGE ISSUES PLACEMENT REPORT

A report of the teacher placement service of Northwest Missouri State College at Maryville indicates that 309 placements were made during 1957-58, according to Everett W. Brown.

Of those placed, 46.6 per cent took positions in the college district, 45.6 per cent went out-of-state, and 7.8 per cent obtained jobs in Missouri out of the college district.

The placement service received 6,183 calls during the year, with April, May and June the heaviest period. In those months, calls totaled 3,231.

Of those graduating, 208 obtained teaching positions, with the remainder going into other fields, beginning graduate study or entering military service.

Average salaries for the year were: superintendents, \$5,866; highschool principals, \$4,666; elementary principals, \$5,462; highschools, \$4,021; elementary degree, \$3,864; and less than degree, \$3,057. The average salary for secondary teachers obtaining jobs in Missouri was \$3,899; out of state, the average was \$4,236. Elementary Missouri teachers received an average of \$3,451, while elementary out-of-state teachers got \$3,663. The overall average salary was \$3,912.

Administrators Plan Annual Winter Meet

The annual winter meeting of the Missouri Association of School Administrators will get under way at 9:40 a.m. Monday, January 19, at Jesse Hall Auditorium on the University of Missouri campus.

The two-day session will include three general sessions, the annual dinner meeting and a luncheon meeting. Sam Rissler, president of the Association, will be in charge of all the meetings.

Dr. Elmer Ellis, president of the University of Missouri, will extend greetings at the opening of the first general session Monday morning. Dr. L. G. Townsend, Dean of the College of Education at the University of Missouri, will provide remarks.

Also on the first morning's program will be a discussion of current educational problems by Commissioner Hubert Wheeler and his staff of the State Department of Education. Music will be provided by the University Highschool.

The second session will start at 1:15 Monday afternoon, and will be highlighted by a discussion of the foundation program, special education and other current pending legislation. Participating will be Ward E. Barnes of Normandy, chairman of the MSTA legislative committee; Lynn Twitty, Sikeston; Raymond Houston, Chillicothe; and Howard Terry, Bonne Terre.

Rep. Richard Bolling, congressman from the Fifth District of Missouri, will discuss "Vision for America" at the annual dinner meeting of the Association at 6:30 Monday night in the Memorial Student Union. The dinner is under the joint sponsorship of the Association and the Gamma Chapter of Phi Delta Kappa. Invocation will be given by Dr. C. A. Phillips of the University of Missouri. The staff at the College of Education will be honored guests.

The final day's activities will begin at 9:40 a. m. Tuesday, when members meet again in Jesse Hall Auditorium for a business meeting, presided over by Sam Rissler, and a program furnished by the College of Education at the University of Missouri. Dr. Townsend will preside at the education program.

The meeting's close will come after a luncheon at noon Tuesday in the Memorial Student Union. Dr. W. W. Carpenter, professor of education at the University of Missouri, will give the invocation. The main address will be presented by Dr. George Z. F. Bereday, associate professor of comparative education, Teacher's College, Columbia University, New York City. Honored guests will be representatives of the state department of education.

A new president will be installed at the luncheon meeting.

Science and Mathematics Backgrounds of Elementary Teachers

Teaching Under Provisional Certification

By Dr. Maurice Finkel,
Professor of Science Education,
Northeast State Teachers College
Kirksville

NOT all the practicing school teachers returning to college during evenings and summers are working on graduate programs. Many of these folk are still completing credits for their bachelor's degree even though they may have been teaching for many years. Still others are anxiously working to satisfy minimum requirements for some sort of provisional certification which temporarily does not compel them to have more than about two college years education. What of these people? How well are they able to teach the mathematics and science expected at their level of instruction?

For the most part this group represents an older segment of the student body. Despite the fact that they feel weak in science and mathematics, many of them would not take any college course work in these areas if it were not required of them. Many of these older students are beset with problems not usually experienced by youngsters right out of high school. They are concerned about homes and families. It is more difficult for them to learn and to retain what they have learned. They have to contend with the physical limitations typical of that age group.

During the summer 1958 at the Northeast Missouri State Teachers College, a study was conducted among forty-seven students who were practicing elementary school teachers but who were not college graduates. One-half of them had

taught at least nine years and one-quarter had taught 14 years or more. Seven of them had between twenty to thirty years teaching experience. Two thirds of the group were teaching in Missouri schools.

As a whole, their high school science and mathematics background was good. The vast majority of them had taken two to three courses in mathematics and one to two courses in science. However, 25% of the science courses were taken before 1924, 50% before 1933 and 75% before 1946. Regarding the courses in mathematics, 25% were completed before 1922, 50% by 1930 and 75% before 1940. It may be concluded with some validity that most of the high school courses taken by these people in science and mathematics are not likely to be very helpful in the completion of related college courses presently in progress. For similar reasons, it is probable that these courses have not been too helpful in their teaching situations.

Over half of these teachers taught in rural schools where each had more than one grade to teach. About 20% of them had all eight grades in one classroom. Many of these teachers indicated that they learned the science they taught from the elementary science readers used by the students themselves. Certainly, the adequacy of their preparation in science is to be questioned!

About one-half of these teachers had completed 7.5 semester credits in college science while only 25% of them had five or fewer semester credits in the field. Again, one-half had completed five semester credits in college mathematics while 25%

had completed only 2.5 semester credits in this area. It should be stated here that few of these college courses in mathematics were in algebra or more difficult courses. By far, most of the courses were in the teaching of arithmetic and in review of arithmetic up through the 8th grade. On the other hand, not a single teacher took a course on the methods of teaching science. By far, most of the college courses taken in science were part of an integrated general science course required for graduation by the College.

While the vast majority of the college science courses were completed by or after 1951, 25% of such courses were taken prior to 1950 and 6% prior to 1940. About 31% of all the college mathematics taken by these people was completed before 1940. It may be questioned as to whether such courses in college science or mathematics completed 18 or more years ago are likely to be very helpful in present day classroom teaching or in the completion of related college courses at this time. The teachers themselves hinted that this was so since one out of five of them indicated that the college courses of science and mathematics which they had completed were of very little help in their teaching situation.

The result of this particular type of background that these elementary school teachers have may be reflected quantitatively by the number of hours of science and mathematics that they taught in their classrooms each week. Fifty per cent averaged only two hours of science per class per week and three hours of mathematics each

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week. One third of this group taught science only one hour each week. This becomes a greater problem when a student may have the same teacher for eight out of his twelve years of schooling. This then is the problem. What can be done about it?

It should be stated that the teachers of the group are not to be condemned. They should be given credit for year after year at considerable expense they return to college nights and in summers. Following are some suggestions that may ease the situation:

1. Provisional certificates should be renewed if the applicant shows definite progress toward complete certification.

2. Full certification should include:

- (a) At least nine semester credits of college mathematics including fundamentals of arithmetic, algebra and geometry as well as methods for teaching arithmetic up through 8th grade.

- (b) At least 12 semester credits of science including some phases of earth science, astronomy, general and human biology, chemistry and physics, conservation and nature study, history and philosophy of science as well as a methods course in the teaching of science. The latter should be designed about experiments and demonstrations rather than about content.

3. State boards of teacher certification should provide a special certification in the teaching of general science at the elementary level. An individual with such a specialty could be a roving teacher within one or more schools and in addition be a general science advisor to the regular teacher.

4. The state boards of certification must effect some control on the science courses used for the fulfillment of science requirements. Due to the changing nature of science, courses taken over ten years ago should not be acceptable unless more recent course work in science has been completed. Certification should only be renewed if

G. Frank Smith Announces Retirement

At the end of the current school year, G. Frank Smith, teacher in Missouri schools



G. Frank Smith

will end a career which has taken him from teaching in one-room rural schools to his present position as elementary principal at Cameron and member of the executive committee of MSTA.

Mr. Smith taught in rural schools in Nodaway, Worth and Holt counties; in junior high school at Maitland; and served 20 years as Holt County Superintendent of Schools.

Active in numerous local, county and state organizations, Mr. Smith has served as president for these organizations:

the applicant has taken measures acceptable to the board for keeping up to date in science. Correspondence courses may be a great help to the teacher unable to attend school away from home.

In response to certification requirements set up by state boards of certification, colleges will have to include in their respective programs the necessary courses. This should not cause much hardship since the courses, in most cases are already being taught. However, there would be a problem in finding teachers for larger classes in science and mathematics.

5. The one room school house must be eliminated. Any situation where a student has one teacher for a number of years is apt to be bad since the student is limited by the inadequacies of the teacher. Any teacher that has to teach more than one class at one time has a burden that only the most unusual teacher could handle. Such a situation is hardly likely to bring about superior teaching. Consolidation is the only answer. With modern transportation facilities, no student should be underprivileged by being made to attend a one room school.

Clinton County Community Teachers Association, the Knights of the Hickory Stick, Northwest Missouri Teachers Association, the Northwest Missouri Organization of County Superintendents and the Kiwanis Club. He was a member of the advisory committee to the state superintendent of schools and of the Professional and Citizens Committee which helped lay the foundation for recent school legislation. For the past 12 years, he has been an MSTA executive committee member and at one time served on the executive committee for the Northwest Missouri District Teachers Association.

Presently, Mr. Smith is a member of the Rotary Club and the Chamber of Commerce in Cameron and the National Education Association. He has served as a delegate to meetings of the NEA. He also is a member of the Northwest Elementary Principals Association and served as their first president.

The longtime educator explains his active career in this manner: "I have always believed in good schools, good teachers and the teaching profession. I believe in self sacrifice for a progressive cause and I believe in co-operating with my contemporaries for a common cause."

Mr. Smith enjoys music, especially singing. Many times he has given his talent in leading group singing for an untold number of audiences.

Mr. Smith was born in Atchison County, Missouri, the son of Albert Henry and Nancy Ellen Smith. He spent most of his early life in Nodaway County, where he attended school, graduating from Graham high school. From Graham he got two years' secondary education. The other two years were taken at Maitland and College High at Northwest State Teachers College, Maryville. He later attended Tarkio College, Northwest State Teachers College and the University of Missouri.

It would be difficult to find a person more dedicated to the cause of education.

EARLY HISTORY BEING REPRINTED

A report of "History of Franklin, Jefferson, Washington, Crawford and Gasconade Counties" is being published by the Ramfre Press of Cape Girardeau. The 1,131-page book mentions hundreds of events, places and persons in addition to a 400-page biographical section.

First six pages of the book are an analytical, systematically-arranged table of contents, followed by about 200 pages of general history of Missouri, and then histories of the five individual counties.

Copies of the book are \$12.50 from Ramfre Press, Cape Girardeau, Missouri.

Secretary's Page

For the Asking

Every teacher should read the following materials, copies of which are available on request. They should be helpful to PTA's, community associations, and other groups.

Financing Professional Salaries for Professional People is a twenty-four page booklet that is excellent for securing support at all levels.

Facts About the Financial Needs of Missouri's Public Schools is a must for anyone who would interpret educational needs. A 1959 Revision will be available soon.

The two pamphlets *Where's The Money Coming From* and *The Property Tax and Public School Financing* point up clearly the difficulty in relying on the property tax for ever increasing support in the years ahead.

Other publications relating to school finance and available on request are:

Education and the National Economy

Ability and Effort of the States to Support Public Schools

Teacher Shortages and Teacher Salaries

The Hidden Need: Basic Instructional Equipment for Schools

The Unmet Need—Classrooms

Education is a National Responsibility

How to Close a Gap

It's Older Than the Constitution

Federal Support for Schools in a Period of Economic Recession

Missouri's Colleges and College Students Headed for Trouble—Unless

Committee Reports to the Assembly of Delegates, 1958

Discussion is rampant relative to the education of teachers. The direction taken is of utmost importance to children and teachers alike.

The booklet, *The Education of Teachers*, should help clarify the situation.

You and your community association should make use of these and other materials available for the asking from your Association.

In Brief

AS the Missouri General Assembly convenes on January 7, it is hoped that educational needs in our communities throughout the State have been effectively interpreted to our senators and representatives.

The recommendations of the Committee on Foundation Program should be available by the time or soon after this is received. With the terrific problem of financing our public schools, surely the recommendations will be significant. If they are, the responsibility and opportunity of all interested in good schools is to support their acceptance in every way possible. This Committee was established by the Legislature and its findings should carry weight with all its members.

In 1957-58, Missouri provided from all state sources, including free textbooks and building funds, \$101.92 per pupil enrolled. The average for the nation was \$135.56. To bring Missouri up to the national average in state support would require an increase of \$26,000,000 annually.

Let us continue to put first things first. Here is the greatest opportunity for good for all the children and teachers of all the state.

The Murray-Metcalf bill will again be introduced in the National Congress. Passage would mean a massive infusion of funds that would give education the status demanded by a democratic society.

The Executive Committee meets on January 17, with the major item of business the appointment of members of the various committees.

The Importance

OF PLANNING a Reading Program

by Mary Elizabeth Smith
Reading Supervisor
Cape Girardeau

ALL schools are concerned about improving pupil's reading. This concern is not limited to any particular level. However, at the elementary level, a positive attack is very important so that a remedial program will not be necessary.

In our school, we feel if a child is given reading material and instruction at the level which he can read he will improve; give him reading material and teaching beyond that level and his progress will be retarded.

There seems to be no blueprint to follow blindly in organizing a reading program. However, there are conditions known to be favorable for growth in reading. Administrators and teachers must become aware of advances in teaching reading. All must have a mutual understanding in regard to reading problems.

One of the most helpful factors we have found in the development of an all-around program was the organization of a reading committee to serve during the school year. Representatives from each elementary school, the junior high-school, the superintendent, and all principals were members. One principal was an acting member representing that group. The group met three times a semester.

Channel of Information

The committee served as a channel of information to and from the building represented. All meetings of the committee were reported to the faculties of the various buildings. In this way many ideas were exchanged in planning our year's work.

At the first meeting general topics were introduced and dis-

cussed. At the second meeting all members brought activity projects from their buildings. These activities were used by the various teachers to strengthen word attack skills. At this meeting the filmstrip—"The New Spelling Goals" was previewed.

Topics for the third meeting were "Parents and the Reading Program," "Plans for Improvement of Our Program," and "Summary of Plans for 1958-59."

Miss Jerline Dossett of Cape State College led a discussion on "Techniques for Evaluating a Program for Reading." It was suggested that teachers make careful analysis of daily activities to see if they were meeting the needs of pupils. Achievement, mental maturity, personality, and sociometric tests were all designed to help teachers understand the child and his needs. It was strongly emphasized that the success of any program depends on the classroom teacher and her alertness.

Local Problems

The last two meetings were a general discussion of our own school problems including distributing professional books and magazines, improving word attack skills, the reading readiness program, and ways to encourage more reading at home.

A special committee was appointed to study various materials for the improvement of the reading program and asked to continue its study until next year.

The newly appointed members for 1958-59 were invited guests at the last meeting. It was decided that each member would serve two years so the work of the committee would be better organized.

With this committee we feel our schools have a better understanding of our program which will provide for physical, mental,

emotional, and social growth at the various stages of development in reading.



Literature in America, Living Words, by Mark A. Neville and Max J. Herzberg. Rand McNally and Company, Chicago, Illinois, 1958. 790 pages.

Living World History by T. Walter Wallbank and Arnold Fletcher. Scott, Foresman and Co., 433 East Erie Street, Chicago 11, Illinois. 768 pages. Price, \$4.88.

The Public Administration of American Schools: Second Edition, by Van Miller and Willard B. Spalding. World Book Company, Yonkers-on-Hudson, New York, 1958. 606 pages. Price, \$5.50.

Science in Everyday Life, second edition, by Ellsworth S. Obourn, Elwood D. Heiss, and Gaylord C. Montgomery. D. Van Nostrand Co., Inc., 120 Alexander St., Princeton, New Jersey, 1958. 624 pages. Price, \$4.68.

Farm Management by Lynn S. Robertson. J. B. Lippincott Co., 333 West Lake Street, Chicago 6, Illinois, 1958. 445 pages. Price, \$4.40.

From Letters To Words, A text-workbook for reading with phonics, revised edition. By Julie Hay, Charles E. Wingo and Mary C. Hletko. J. B. Lippincott Company, 333 West Lake Street, Chicago 6, Illinois, 1958. 103 pages. Price, 96 cents.

White Squaw, the true story of Jennie Wiley, ages 11-14, by Arville Wheeler. D. C. Heath and Co., 285 Columbus Ave., Boston 16, Mass., 1958. 176 pages. Price, \$2.40.

Willow Brook Farm, Ages 9-12, by Katherine D. Christ. D. C. Heath and Co., 285 Columbus Ave., Boston 16, Mass., 1958. 250 pages. Price, \$2.60.

Social Living, Sociology and Social Problems, Third Edition, by Paul H. Landis. Ginn and Company, 205 W. Wacker Drive, Chicago 6, Illinois, 1958. 452 pages. Price, \$4.40.

The South, A Documentary History by Ina Woestemeyer Van Noppen. D. Van Nostrand Co., Inc., 120 Alexander St., Princeton, New Jersey, 1958. 564 pages. Price, \$6.75.

At Home Around the World (Lands and Peoples of the World Series). Grade 4, by Delia Goetz. Ginn and Co., 205 W. Wacker Dr., Chicago 6, Ill., 1958. 308 pages. Price, \$3.96.

ITEMS OF INTEREST

O. J. Helvey, superintendent of the Crane public schools, has announced this district is building a 10-room elementary building with cafeteria located next to the present highschool building.

Mrs. Ethel Dameron was recently honored by several hundred who attended a testimonial dinner given by the Pitman PTA, Kirkwood, following retirement after 48 years of teaching. Among the gifts presented was an engraved wrist watch.

Richard Caster, superintendent of the Memphis public schools, has been elected president of the Northeast Missouri Schoolmasters Club.

Fredric Stacy, a former instructor in the St. Louis School system, has been appointed elementary music instructor at Ferguson-Florissant.

Jesse H. Stinson, superintendent of the Antilles Consolidated Schools recently renewed his subscription to **School and Community**. Mr. Stinson is a former Missourian and he stated in his letter that there were several Missourians in the Antilles system who always look forward with great pleasure to reading **School and Community**.

Mr. Stinson also mentioned that he would be happy to receive inquiries from any teachers desiring to go to Puerto Rico to teach.

Rosina Koetting, Southeast State College, was recently elected vice-president of the Central District Association of Physical Education of College Women.

Floyd E. Hamlett, superintendent of the R-3 school district in Pemiscot County, has announced the members of this system are enrolled 100% in the MSTA and the NEA. This is the first time this unit has accomplished this professional success.

Charles S. Grippi, English teacher at University City senior highschool, gave "Especially creditable services" as a visiting teacher at the Council of American Studies at the University of Rome during the academic year 1957-58 according to Donald Edgar, director of the International Educational Exchange Service.

Lloyd W. King, recently executive secretary for the American Textbook

Publishers Institute and formerly State Superintendent of Schools for Missouri, will be in charge of the State Plans and Reports Sections for the National Defense Education Act reviewing State plans for improvement of science, mathematics, and language instruction, and for guidance, counseling, and testing.

Volney C. Ashford, coach at Missouri Valley College in Marshall, recently was awarded a citation from the Football Writers Association of America honoring him for his success during the past several years at Marshall. He was one of six in the nation to be so honored.

Bernard W. Hartman has rejoined the Kemper Military Academy faculty as a teacher of highschool chemistry. He previously taught at Kemper in 1944-46 and 1947-50.

Frank J. Masek, former Tarkio highschool coach, recently was named principal of the T. J. Majors Campus highschool of Nebraska State Teachers College, Peru, Neb.

Mrs. Janet Pittman has been employed as teacher of the fourth grade in the Odessa system.

Mrs. Kathryn Evans, teacher at Fulton last year, has been employed to teach physical education and health in the Mountain View highschool.

Robert Englehart of Jackson has been appointed to succeed Mrs. F. E. Wiggins as junior highschool social studies teacher at Advance.

Dr. E. J. Senn, Herculaneum physician and president of the board of education since 1944, was recently honored by this community for his service to the school district. An \$800 check which he received as a gift was turned over to the Jefferson County Memorial Hospital for added equipment.

Vesper B. Little has been employed to teach in the Kage school in Cape Girardeau County according to County Superintendent Edwin W. Sander.

Elizabeth Golterman, Director, Division of Audio-Visual Education, St. Louis public schools, has been appointed to a 14-member National Advisory Committee to assist the U. S. Office of Education in conducting intensive research into the more effective use of newer educational media—TV, radio, motion pictures and tapes.

CREATIVITY WORKSHOP

Mrs. Joyce Cox, principal of Mark Twain School, Springfield, has been named director of a Creativity Workshop in which all elementary teachers in the Springfield public schools will be invited to participate Jan. 12.



Boarding a bus for a 30-mile sightseeing trip, these 20 new teachers are getting their first introduction to the Normandy communities. The teachers were shown all of the district's schools and received literature explaining the communities.

TEACHERS HONORED BY ROTARY CLUB

The Macon public schools faculty and members of the Board of Education were honored recently at the annual Rotary-Rotary Ann Faculty Recognition dinner which was attended by some 150 persons. Each year the Rotary Club sponsors this event as its part in emphasizing American Education Week.

Miss Anne Henderson of Kirkwood, a Rotary Foundation Fellow, was the guest speaker, and another highlight of the evening was the presentation of awards to teachers who have served in the Macon public schools for periods of 15, 10 and 5 years.

100% NEA Enrollment

The National Education Association has reported the following systems as having 100% enrollment of faculties. The figures at the right of the city indicate these schools have enrolled since the indicated year.

Missouri on Dec. 1 had enrolled over 17,000 members toward a goal of 17,500. Enrollments are running ahead of the same period last year.

If you haven't enrolled in your NEA do so today. Send your enrollment to National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D. C. Dues \$10.00.

Districts that are 100% and were not included in the December listing are as follows:

District and Year	Superintendent
Aurora (1946)	J. H. Bailey
Bayless (1954)	Hugo E. Beck
Boonville (1958)	W. F. Swain
Brentwood (1946)	(Acting) Mark Lumb and Rowland Bell
Cape Girardeau (1954)	L. J. Schultz
Caruthersville (1956)	
	Delmar A. Cobble
Chaffee (1949)	Fred Lewallen
Clayton (1924)	Francis V. Lloyd
Clinton (1952)	Lewis W. Shultz
Columbia (1955)	Neil Aslin
DeSoto (1953)	Charles E. Ferguson
East Prairie (1955)	C. E. Pepmiller
Eldon (1957)	B. R. Collier
Fulton (1946)	W. V. Hill
Hannibal (1951)	E. T. Miller
Jackson (1950)	R. O. Hawkins
Jefferson City (1957)	Joe Nichols
Joplin (1947)	Roi Wood
Lebanon (1958)	H. M. Talbot
Liberty (1948)	Raymond R. Brock
Maplewood-Richmond Heights (1945)	
	E. R. Adams
Maryville (1928)	Elmer F. Klein
Mexico (1950)	L. Buford Thomas
Moberly (1957)	M. M. Pettigrew
Monett (1957)	E. E. Camp
Normandy (1938)	Ward Barnes
North Kansas City (1957)	
	R. B. Doolin
Pleasant View (1958)	Teller Kissee
Poplar Bluff (1956)	G. R. Loughhead
Rolla (1958)	B. W. Robinson
Sedalia (1923)	T. J. Norris
Sikeston (1950)	Lynn Twitty

St. Charles (1957) Stephen Blackhurst
Webster Groves (1958)
Herbert Schooling
Wellston (1947) M. M. Halter

TEACHING JOBS IN THE EAST

Experienced teachers with master's degrees are eligible for teaching posts in provincial colleges in countries in the Middle and Far East.

The positions may be filled by English-speaking teachers, and salary will be the same as that paid a national of the country where the teacher is employed. This salary will cover cost of housing and subsistence only.

International Voluntary Services will provide money for transportation, insurance and incidental expenses. A minimum two-year contract is required.

Other information is available from IVS, 1930 Columbia Road, N.W., Washington 9, D. C.

"Welcome, Alaska"



With 49th State at hand, here's timely idea adaptable for any grade, for it appeals to boys and girls of all ages.

After social science study of Alaska or an Alaskan project in any of its phases, your class or room might put on a "Welcome, Alaska" party, "TV" show, assembly or PTA program.

Children could dress as 49-er, eskimo, sourdough, bear, seal . . .

Each tells importance to Alaskan growth. For igloo ice cream, mold in cups.

This Alaskan map big aid-

Newest 1959 Map of Alaska by Jeppesen only costs 25¢. Nothing comparable at any price! 1—Is in full color, shaded relief with three-dimensional look. 2—Shows roads, rivers, even air routes. 3—Gives thumbnail sketch of history of Alaska's development. 4—Includes teacher-tested, class-tested lesson-helps and project by the noted geography teacher, Ina Cullom Robertson.

FOR NEW, 1959 MAP OF ALASKA and only Alaskan map of its kind in color; 28 x 27"; complete with historical data and facts—Write **JEPPESSEN AND CO.**, Box 9165, Montclair Station, Denver 20, Colorado. 25¢ postpaid.

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The delicious, long-lasting flavor and smooth, natural chewing of Wrigley's Spearmint Gum help give you a little lift and relieve tension. Try it.

M. U. SCHEDULES TWO INSTITUTES

Two National Science Foundation sponsored institutes for highschool teachers will be held at the University of Missouri during the summer session in 1959. One institute will be for high-school teachers of chemistry, physics, and mathematics. The other will be for highschool teachers of biology. Both will be for eight weeks beginning June 15, 1959, and ending August 7, 1959.

The main objectives of the institutes will be to improve subject-matter com-

petence of the participating teachers; to strengthen the capacity of these teachers for motivating able students to consider careers in science; to bring these teachers into personal contact with prominent scientists who teach in the institute or who deliver invited lectures; and to effect greater mutual understanding and appreciation of each other's teaching problems among teachers of science and mathematics at both the highschool and college levels.

In the Chemistry, Physics and Mathematics Institute, one course will be offered in chemistry, two will be

offered in physics and one in mathematics. These courses will be offered for credit. In addition a non-credit course which will review elementary calculus will be available. In the Biology Institute the botany and the zoology departments will have a credit course available for participants.

Liberal stipends will be provided the participants. Allowances are also provided for dependent children and for travel from the residence of the participant to Columbia and return. Housing for the participants will be in the University residence halls.

Applications for the institutes must be mailed by February 16, 1959. Notices of acceptance will be mailed no later than March 16, 1959. Further information and application forms may be obtained by writing to Professor Paul B. Burcham, Department of Mathematics, for the Chemistry, Physics, Mathematics Institute, and to Professor Robert F. Brooks, Department of Botany, for the Biology Institute.

DOROTHY SANDERS AUTHOR OF ARTICLE

Mrs. Dorothy Sanders, advisor of the Hannibal student council, was the author of the article "Student Council in Action" that appeared in the November issue of this magazine.

We regret that the name of Mr. Charles O. Christian who mailed in the material was inadvertently used as author.

WARRENSBURG COLLEGE PLACES GRADUATES

The annual report for 1957-58 of Central Missouri State College at Warrensburg indicates that graduates of that school accepted positions in 20 states, one foreign country and 49 Missouri counties.

The top average salary of any group placed by the college was that received by administrators, \$5,493. Average salary of the degree elementary teacher was \$3,591, while the average salary for the same type of teacher placed in Missouri was only \$3,411. Most of those placed out of state had one or more years of experience. Average salary for degree elementary teachers placed in other states was \$4,335.

In the secondary schools, the salary average was more than \$3,919. Average Missouri salary for secondary teachers placed was \$3,820. Most teachers placed in other states were those with experience, and their salary average was \$4,545.

Those placed outside the teaching field averaged \$4,025.

Some 362 B.S. in Education degrees and 18 M.E. degrees were awarded in 1958, making a total of 380 for the year. Of that number, 320 are teaching, six are in the armed services, 19 are attending graduate school and 17 are not teaching.



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And that's not the only advantage. MSTA Insurance may be converted in whole or in part without further evidence of insurability to the permanent form of insurance approved for MSTA members or to any plan of ordinary life, limited payment or endowment insurance written by the company.



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CITY STATE

TWO MISSOURIANS WRITE NEW BOOK

Two Missourians are co-authors of a new social studies book, "Where Rivers Meet," written for use at the fourth-grade level. The book is the story of the river crossroads of America. It parallels the course of Missouri history from the time of the first coming of the white man through the modern age of flight.

"Where Rivers Meet" is organized in five time periods beginning with the exploration by DeSoto in the sixteenth century. Each time period begins with a short overview and then the action is dramatized through several

chapters about the period.

The writers of the book are experienced school teachers. Mrs. Edith S. McCall was a teacher for 17 years—nine in the classroom teaching elementary grades and eight as a reading consultant in the La Grange, Illinois, public schools. She now lives in Hollister, Mo., and is a full-time writer with 19 books to her credit.

Miss Marjorie Ann Banks is an elementary teacher at Webster Groves.

The 224-page book is available to Missouri schools at \$1.80, and the teacher's manual is 80 cents. They may be ordered from the MSTA Reading Circle.

OPPORTUNITY FOR

Chemistry, Physics, Mathematics and Biology teachers to enroll in stipend paid Summer National Science Foundation sponsored Institutes at the University of Missouri, Columbia, Mo.

TIME: June 15, 1959 to August 7, 1959

CREDIT COURSES: Chemistry, 2 in Physics, Mathematics, Botany and Zoology. A non-credit course will review elementary calculus.

ALLOWANCES: \$600 stipend per person. Allowance for dependents up to 4. Mileage up to \$80 for one round trip. No tuition or incidental fees charged to enroll.

Air-conditioned classrooms.

For further information or application form write to Professor Paul B. Burcham, Department of Mathematics, for the Chemistry, Physics and Mathematics Institute, or to Professor Robert F. Brooks, Department of Biology, for the Biology Institute. Application must be mailed by February 16, 1959.

There will also be a Chemistry, Physics and Mathematics Institute at the Missouri School of Mines and Metallurgy, Rolla, Missouri. Information can be obtained from Dr. Harold Q. Fuller, Department of Physics.

ACADEMIC INSTITUTE AT WASHINGTON U.

Washington University will be the site of an Academic Year Institute for highschool teachers of mathematics and science beginning Sept. 15, 1959, and extending through June 15, 1960.

Financed by a grant from the National Science Foundation, the special graduate study program offers awards to 50 junior and senior highschool teachers. Each teacher will adopt a program suited to his needs and plans. Stipends are \$3,000 plus \$300 for each dependent and allowance for tuition, books and travel.

Information is available from Director, Academic Year Institute, Box 105, Washington University, St. Louis.

BONDS VOTED

Marceline: \$298,000 approved for building new elementary school for grades one through five.

Kearney: \$246,000 voted to build and furnish new elementary school.

Ritenour: \$1,300,000 voted for additions to Ritenour Senior Highschool, Ritenour Junior Highschool and Marion Elementary School.

Benton Co. R-1: \$450,000 to erect ten elementary classrooms, nine high-school classrooms and areas, shop, gym, cafeteria, health room and offices.

Wentzville: \$300,000 issue to provide funds for purchasing a site for construction of a new highschool and construction of 10 additional classrooms to the present elementary building.

R-4 Cape Girardeau County: \$150,000 issue to provide funds for eight classrooms and an all-purpose room.

LUNCHEON PLANNED FOR MUSIC TEACHERS

All elementary music consultants and supervisors who will be attending the annual clinic of the Missouri Music Educators Association at Columbia January 8, 9, and 10, are invited to attend a luncheon of this group at noon Friday, January 9. Details about place and time will be available later.

All interested should write to Miss Flossie Belle McDonnell, Music Supervisor, Public Schools, Columbia.

SOUTH DAKOTA SPONSORS INSTITUTE

A second Academic Year Institute for 1959-60 will begin September 14, 1959 at the State University of South Dakota. Sponsored jointly with the National Science Foundation, the institute is for highschool teachers of science and mathematics. It carries a basic stipend of \$3,600 for the academic year and summer session, 1960, plus an allowance of \$420 per dependent.

Information must be submitted by January 15, 1959. For further details, write Dr. Charles M. Vaughn, Director, Academic Year Institute, Department of Zoology, State University of South Dakota, Vermillion, S. D.

DEATHS

MRS. ALMA DOHERTY

Mrs. Alma Doherty, 63, a former home economics teacher at the Doniphan highschool, died Nov. 7. She had been ill for four years.

ELLSWORTH W. BROOKS

E. W. Brooks, 59, superintendent of the Greentop schools for the past six years, died Nov. 6 in a Kirksville hospital. For 13 years he was head of the commerce department of the Township highschool at Maywood, Ill.

MRS. KATIE TUGGLE

Mrs. Katie Tuggle, for 33 years the principal of DuBois school in Wellston, died Oct. 10 at her home in Brentwood. She began her teaching career in Banneker school, St. Louis, and taught for five years at Lincoln school in Richmond Heights.

ANNA P. TAYLOR

Mrs. Anna P. Taylor, teacher in Missouri schools for several years, died Oct. 22 at her home near Rock Port.

MARTHA LEE FINNELL

Martha Lee Finnell, former teacher at Salisbury, died in a Delhi, California hospital Oct. 16.

MARY KATHERINE MACE

Mary Katherine Mace, former teacher, died Oct. 15 at her home in Iberia.

CHARLES S. HUTTON

Charles S. Hutton died Oct. 24 in Maysville. He formerly taught in Franklin County and Gasconade County schools.

PEARL M. CARDY

Mrs. Pearl M. Cardy, a teacher in King City schools for 10 years, died Oct. 22.

JENNIE BAIRD SCHOOLEY

Funeral services were held recently for Mrs. Jennie Baird Schooley, longtime Kansas City teacher.

T. J. TYNES

T. J. Tynes, 76, died Oct. 22 at his home in Belle. He was teacher of the first school there and served for a time as clerk of the Belle school district.

LEONARD E. HOKE

Leonard E. Hoke, 80, a former rural school teacher, died Oct. 22 in Springfield. His home was in Lebanon.

MRS. MELVIN CHRISTY

Mrs. Melvin Christy, a teacher in the fourth grade at Odessa, died Oct. 17.

MRS. VIOLET HOUSER KEENAN

Mrs. Violet Houser Keenan, 54, a teacher in her sixth year at the North Kansas City highschool, died recently. Prior to coming to the North Kansas City system she had taught at Princeton and Chillicothe.

BERTHA O. GRAVES

Bertha O. Graves, a former teacher in Ozark County, died Nov. 4 at the age of 68 years.

JOHN WILLIAM SULLIVAN

John William Sullivan, 71, a retired teacher and administrator, died recently at his home in Hartville.

MRS. ALICE MANNING

Mrs. Alice Manning, formerly a teacher in Carroll County, died Nov. 8 at her home in Kansas City.

MARTHA MILLER

Miss Martha Miller, 54, director of Christian education at Ladue Chapel, St. Louis County, and formerly a teacher in the Mexico public schools, died Nov. 30.

CHARLES A. KITCH

Charles A. Kitch, 62, Missouri representative for Laidlaw Brothers Publishing Company for the past 15 years, died recently in Barnes Hospital, St. Louis, after an illness of six weeks.

He was formerly with the State De-

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partment of Education and at one time was a member of the faculty at Northeast Missouri State Teachers College.

Mr. Kitch was a graduate of Northeast Missouri State Teachers College and held an M.A. degree from Columbia University.

MRS. EDITH BAKER

Mrs. Edith Strode Baker died Nov. 26 from a year long illness at her home near Blue Springs. For many years she had taught in Jackson County and for the past seven was a sixth grade teacher in the R-4 district of this county.

NEED TEACHERS

Foreign Teaching Posts will be available in Army-operated schools for American children in Germany, France, Italy, Japan and Okinawa for the 1959-60 school year. The greatest number of vacancies will be for elementary teachers in the primary grades.

Make application immediately to: District Engineer, U. S. Army Engineer District, Kansas City, 1800 Federal Office Building, 911 Walnut, Kansas City 6, Missouri, Attn: Teacher Recruitment, Personnel Branch.

TRAVELING BOOK EXHIBIT BEGINS

"Books on Exhibit," a project sponsored by the Missouri Association of School Librarians through its public relations committee, will bring a collection of 600 new and recent children's books to 17 places throughout the state during 1958-59.

The program is aimed at affording educators an opportunity to visit the exhibit and see the variety of books available. A complete graded and annotated catalog of the exhibit serves as a guide to the books in the display.

None of the books will be sold. The project is a promotional operation only, and books can be purchased through the regular trade sources or MSTA.

Any school interested in the exhibit for the school year 1959-60 may write Mrs. Cleo Scheer, state director, Books on Exhibit, Troy, Missouri, for information.

Following is the itinerary for the exhibit: St. Joseph, January 5-13; Springfield, January 19-30; Cape Girardeau public schools, February 9-14; Festus, February 18-25; Rolla, March 2-6; Kansas City, March 16-25; Albany, March 30-April 3; Jefferson City public schools, April 8-15; Osceola, April 20-24; Affton, May 4-8; Lincoln University, June 8-19; Southeast Missouri State College, June 24-July 10; and Northeast Missouri State Teachers College, July 16-31.

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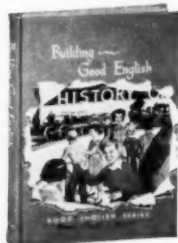
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SCHOOL AND COMMUNITY

MAPA ELECTS NEW OFFICERS

Next meeting of the Mineral Area Principals Association will be at 5 p. m. Wednesday, January 21, at the Potosi School cafeteria.

At the group's last meeting, Ed Rapp of Crystal City was named new president. Ray Nelson of Herculaneum was elected secretary.

Among the topics discussed at the meeting were the problem of keeping students under 16 in school when they do not wish to attend; suitable sequences of secondary mathematics; and policies concerning senior trips.

GRANTS DECLARED DEDUCTIBLE

Stipends granted by the National Science Foundation to highschool and college science teachers, including fees and allowances for incidental expenses, to attend summer institutes are classed as scholarships and fellowship grants and are excludable from gross income.

An Internal Revenue Service ruling issued in October indicates that if the recipient is not a candidate for a degree, the exclusion is limited to \$300 per month nontaxable income from grants. In the case of someone working for a degree, all money received in the grant can be excluded.

The ruling also stated that mounts received for travel, research, clerical help, are incident to the grants and are excludable.

FIVE S.E. MISSOURI TEACHERS HONORED

Five educators were awarded citations for meritorious service to education recently at the Southeast Missouri Teachers Association convention in Cape Girardeau.

Cited were: George R. Loughhead, superintendent of schools at Poplar Bluff; G. H. Ridings of Kennett, Dunklin County superintendent of schools; Guy B. Reid, principal of Leadwood Highschool; Miss Ora E. Robinson, guidance counselor in Herculaneum schools; and Miss Olive R. Fitch, teacher of social studies in DeSoto Highschool.

All the educators received plaques from the association.

BOOKLET DEALS WITH FAMILY LIFE

Kansas City highschools are offering a new course this year—"Family Living for High School Seniors."

A book with that title has been published and written in an attempt to educate highschool seniors to the problems they must face as adults and family leaders.

The 90-page publication deals with the teen-ager in his family, social relationships during the teen years, preparing for marriage, establishing a

home, family finance, parenthood and child guidance and the family in relation to the community as a whole.

Copies of the publication are available for 50 cents from George Mueller, Comptroller, School District of Kansas City, Mo., Ninth and Locust, Kansas City, Mo.

PEP CLUBS FORM RULES

The Southwest Association Pep Clubs have adopted a set of regulations this year aimed at helping to encourage, promote and govern wholesome and helpful procedures.

A copy of the resolutions has been

mailed to schools in the association, according to Don Johnston, Secretary. The resolutions stress courtesy to visiting pep clubs, consideration of the players, coaches and other cheerleaders during games.

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AIDS IN EVALUATING SCHOOL PROGRAMS

"Looking in on Your School: Questions to Guide P.T.A. Fact Finders" is the title of a publication prepared by the National Congress of Parents and Teachers and aimed at enabling educators and parents to evaluate their schools.

The booklet has 14 sections, each containing a list of questions followed by suggested readings. The questions investigate the school's curriculum; special services, such as health program and counseling; school plant and facilities; school board; and the P.T.A.

Copies are 35 cents from the National Congress of Parents and Teachers, 700 North Rush Street, Chicago 11, Illinois.

BOOKLET PROBES JUVENILE PROBLEM

A new NEA publication, "Juvenile Delinquency: Research, Theory and Comment," indicates that between 95 and 98 per cent of school-age children are normal personalities, reasonably healthy and law abiding.

Contrary to popular notion, the book says, there is no over-all cause and no over-all cure for juvenile delinquency. Other claims of the booklet:

Only a small and selected group of

offenders are apprehended and counted as delinquents.

Those in institutions chosen for study are a "hardy breed" quite different from others who are occasional deviants.

The school can be a negative or positive force in the life of a potential delinquent.

Copies of the book are available for \$1 from Association for Supervision and Curriculum Development, 1201 16th Street, N.W., Washington 6, D. C.

SCHOOL BOARD LEADERSHIP DISCUSSED

"School Board Leadership In America" is a new book concerned with the attitudes, ideals, principles and standards involved in being a member of a school board. Designed for use by those who are school board members or may become members, the book presents some of the problems which must be faced and some reasons behind the rules.

Specifically, the book discusses administrator-school board relationships, school finance, policy making, pressures on the board, public relations, the growth of the association movement and a look at the future of American education.

Copies of the book are available for

\$5 from School Board Leadership in America, The Interstate Printers and Publishers, Inc., P. O. Box 594, Danville, Illinois. Educational discounts include 10 per cent off for one copy, 20 per cent off for 2-9 copies and 30 per cent off for 10-49 copies.

BOOK FEATURES SCHOOL SITES STUDY

A new publication of the Office of Education, U. S. Department of Health, Education and Welfare, is "School Sites-Selection, Development and Utilization." The 91-page illustrated booklet is aimed at aiding school boards, planners and designers in the selection and development of more adequate and functional school grounds.

The booklet points out these significant factors in determining site needs: Community characteristics, population and school enrollment trends, school board policies, educational philosophy, school curriculum, community use, evaluation of present plants and state school programs.

Illustrated with photographs, charts and blueprints, the publication is available for 75 cents from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.



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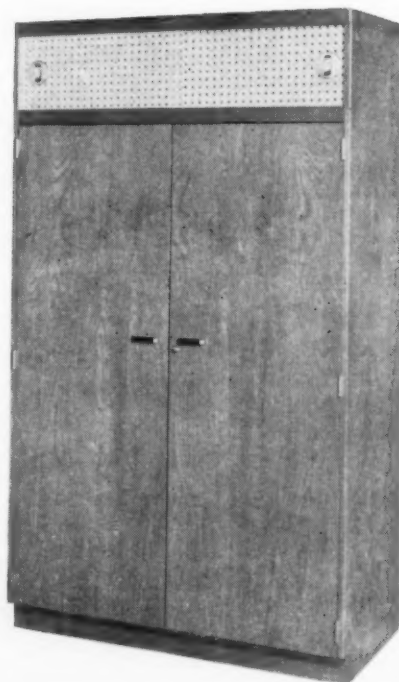
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Junior High School Literature

By James A. Wells, Seneca

There seem to be many ways of deciding what literary selections shall appear in a collection of writings for the seventh, eighth and ninth grades in the public schools. In one publisher's book the teacher finds a good selection which may not be included in a book produced by another publisher. The English teacher, therefore, is often handicapped as his thinking makes him want to teach several or many pieces of literature missing in the book he must use. It seems evident that more study should be given to try to determine the proper contents of a literature book suitable for boys and girls of junior-high school age.

Certain criteria should be used in compiling an anthology of poetry, short stories, plays and articles for inclusion in a text book meant, for instance, for eighth grade students. This book should include numerous selections that will give the pupil present and life-long inspiration and guidance. The anthology should not be compiled with the chief emphasis on attempting to make the student a better reader. Most pupils entering the eighth grade are satisfactory readers. They are now ready to grapple with a serious outlook on life, and will find very helpful the classics and the near-classics chosen from the timeless literature of the past and from that contemporary writing that bids fair to live in the future.

A liberal supply of choice poems should be included in an eighth grade anthology, representing all of the types of poetry. Some of the more difficult plays should be found in this book. The earlier New England writers of tales should not be omitted. Short stories should be of a more adult nature. Articles should be grown-up in style and content. Most material in the anthology should be designed to help the students gain a realistic view of this complex world.

It appears that literature books of the future for junior high school boys and girls, including eighth graders, should be composed of selections that make the students think seriously about human life in all of its many manifestations. There is a need for omitting most of the more simple pieces of writing that do little more than momentarily entertain students. Let them instead learn responsibility by coming into contact with maturity as depicted by the better writers!



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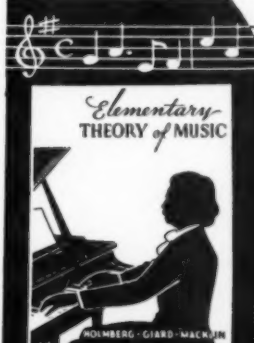
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//// TOWARD GREATER VICTORIES ////



"What can we do about raising teachers' salaries?" was the topic these three Missourians, along with about 100 others from other states, discussed at the recent NEA-sponsored salary school. Left to right, they are: Congressman Richard Bolling, Kansas City; Virginia Carson, teacher, St. Joseph; and Ward E. Barnes, superintendent, Normandy.

ILLINOIS U. PLANS MATHEMATICS INSTITUTE

A Mathematics Institute for junior and senior highschool teachers of mathematics for 1959-60 will be conducted by the University of Illinois.

Sponsored by the National Science Foundation, the program provides 50 stipends of \$3,600 and additional allowances for dependents, travel and books. The master's degree will be granted upon successful completion of 10 courses in the Institute.

Further information is available from Professor Joseph Landin, director, Mathematics Institute, 303 Altgeld Hall, University of Illinois, Urbana.

SCIENCE INSTITUTE

Deadline for filing applications for the Academic Year Institute for high-school teachers of science and mathe-

matics at Iowa State Teachers College, Cedar Falls, is January 15.

Duration of the Institute will be September 8, 1959 to August 5, 1960. Stipends range from a \$3,000 base stipend plus \$300 for each dependent for nine months to a \$3,600 base plus \$420 for each dependent for 11 months.

Complete information is available from Professor Robert A. Rogers, Director, Academic Year Institute, Department of Science, Iowa State Teachers College, Cedar Falls.

CENTRAL STUDENTS GET SNEA CERTIFICATES

Members of the Student National Education Association at Central College in Fayette are receiving official certificates of membership this year.

Developed under the leadership of the chapter sponsor, Dr. Walter R. Schaff, head of the department of education, the certificate indicates that the member has met all necessary professional requirements, is a member of the SNEA and a student member of NEA and MSTA.

The FTA organization at Central College was the second established at a Missouri college. Members this year total 50, and two of every five upper classmen attending the college will either be elementary or secondary teachers.

Leader in the organization of the FTA chapter was Dr. E. B. Gift, former education department chairman.

Central College has been committed for 50 years to the preparation of teachers and this year added a new faculty member, Dr. Paul Grigsby, a former Missourian, for the past 20 years superintendent of the Granite City, Ill. public schools.

Chapter president this year is Miss Jo Harper of Salisbury.



Student National Education Association

CENTRAL COLLEGE
CHAPTER



These Presents Certify That

having met the necessary professional requirements, is a member of the Central College Chapter of the Student National Education Association, and is also a student member of the National Education Association and the Missouri State Teachers Association.

Given at Fayette, Missouri, this _____ day of October, 19____.

College Sponsor



Chapter Secretary

State Consultant

Chapter President

Shown here is the new official certificate of membership for the SNEA chapter of Central College in Fayette. The certificate was developed under the leadership of Dr. Walter R. Schaff, chapter sponsor.

MSTA RECEIVES RARE CHINESE TREE

Two rare Chinese Golden Rain trees have been given to the Missouri State



After 19 years of growth in American soil, this rare Chinese Golden Rain tree on the campus of Northwest Missouri State College still looks out of place. Two others like it have been given to the Missouri State Teachers Association and to the Association's past-president, Mrs. Rosemary Chaney.

Teachers Association and to MST A Past-President, Mrs. Rosemary Chaney.

Parent tree to those given by Dr. J. W. Jones, president of Northwest Missouri State College, is located on the Maryville campus. It came there from China via the University of Missouri and the late Dr. Walter Williams, then president of the University of Missouri. Dr. Williams gave the tree to the late Uel W. Lamkin when he was president of Northwest Missouri State College.

The tree is about 19 years old, and

blossoms until late July or early August. It can withstand hot winds and drouth, and in midsummer it yields golden lotus-like flowers, followed by clusters of Japanese lanterns. It seldom grows taller than 25 feet.

One of the trees has been planted on the MST A grounds in Columbia, and the other will be planted at Mrs. Chaney's new home in Cincinnati, Ohio.

OWNING MST A CARD COMES IN HANDY IN McDONALD COUNTY

Presentation of an MST A membership card entitles a McDonald County teacher to all school functions anywhere in the county, under a new ruling there.

The ruling was made at a recent meeting of the executive committee of the McDonald County Teachers Association and the city superintendents.

McDonald County teachers have a 100 per cent enrollment in MST A.

ALBANY FTA INSTALLS OFFICERS

New Officers of the Ada Clark FTA Club at Albany R-III School recently were installed at a special ceremony in the school auditorium. Other highlights of the meeting included induction of new members, placing the 1958-59 seal on the charter and an illustrated lecture by Mrs. Mary Davidson, second grade teacher, concerning her vacation trip to Europe.

Officers include: Sondra Rainey, president; Sharon Graven, vice-president; Judy Siddens, secretary; Marilyn Lee, treasurer; Jack Craven, librarian; Karen Tweedy, parliamentarian; Glenda Wilson, reporter; Sierra Walker, historian; and Sharon Davis, song leader.

The club began with meetings after school involving Miss Wilma Giles and Mrs. Helen Moore, sponsors, and has grown to its present 34 members.



Plans for the remainder of the school year is the discussion topic for new officers of the Albany R-III Ada Clark FTA Chapter. The club now has 34 members, and was represented at the State FTA convention in Kansas City in November.

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66. **Folders** on exciting holiday vacation sites. (United Air Lines)

67. **Aviation Teaching Aids Folder.** A form which lists free materials available for aviation education teaching. (United Air Lines)

68. **Florida Future** a folder showing Florida real estate opportunities designed for the middle income families of America. (Florida Realty Bureau, Inc.)

78. **Catalog** of supplies for handicraft work in mosaics, copper tooling, copper, enameling, reed and wrought iron and on through 30 different crafts to woodenware and wood carvings. (American Handicrafts Co.)

5. **Facts** about writing short paragraphs for profit. (Benson Barrett)

13. **U. S. Trails Map** is a colorful 17" x 22" map of historic United States trails depicting events and historic places since 1595 as related in the American Adventure Series. Includes complete information on the graded corrective reading Program. (Wheeler Publishing Co.)

21. **Samples** with brochure and pieces of cardboard cut out letters for use on bulletin boards, exhibits, and posters. (The Redikut Letter Co.)

38. **European Travel Courses**, Summer 1959—Folder describing a variety of programs offering graduate, undergraduate and/or in-service credit, also tours in Latin America and Around the World. (Study Abroad, Inc.)

42. **Van Nostrand Books for High Schools.** A 44-page catalog of texts and reference books in Science, Mathematics and Social Studies. (D. Van Nostrand Company, Inc.)

79. **Brochure** on a different kind of tour through Europe and a corner of Africa. Describes itinerary and gives costs for twenty countries in seventy days, summer 1959. Also shorter tours (4-9 weeks). (Europe Summer Tours)

57. **Library Catalog**—Lists children's books in picture-in-buckram library bindings, with recommendations and curriculum areas noted. (Follett Publishing Company)

62. **Handwriting Textbooks and Supplies** is a 16-page illustrated catalog of new manuscript and cursive writing textbooks and supplies, including paper, pens, etc. Prices are shown for all items and order blank is included. **Free Cursive Alphabet Desk Card** for each pupil in your class; indicate number desired. Offer expires April 15, 1959. (The A. N. Palmer Company)

63. **Brochure** gives the itineraries of 12-country tours to Europe for the summer of 1959. It has 20 pages and is well illustrated. (Caravan Tours, Inc.)

82. **Samples** of cut-out letters for use on bulletin boards, signs, posters and other uses. (Mutual Aids)

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83. **Around the World Summer Air Cruise** brochure gives full particulars of tour offering 6 units of college credit by San Francisco State College. Conducted by Dr. Donald Castleberry, Prof. of Government & Social Science, 60-day tour visits Hawaii, Japan, Hongkong, Saigon, Angkor Wat, Bangkok, Singapore, Ceylon, India, Teheran, Israel, Turkey, and Greece. (STOP Tours)

33. **Brochure** which outlines the assistance available to persons who have written or who are considering writing a manuscript and who wish to know how to go about having it published. (Greenwich Book Publishers)

CABOOL PUPIL WINS FLAG DESIGN CONTEST

Donald Lee McConnell, one of the students in Mrs. Charmain Poe's eighth grade social studies class at



Here's what the U. S. flag will look like when Hawaii becomes the fiftieth state—or at least that's the opinion of Donald Lee McConnell, a pupil in Mrs. Charmain Poe's eighth grade social studies class at Cabool Elementary School. His entry was judged one of the best 25 in a contest sponsored by Current Events. Several thousand pupils entered the contest.

Cabool Elementary School, had one of the best 25 entries in a nationwide flag design contest.

Donald, a son of Mr. and Mrs. William McConnell, won over thousands in the contest, sponsored by National Newspaper's Current Events, which circulates among seventh, eighth and ninth graders in the U. S. and Canada. All of the eighth-graders at Cabool entered the contest.

In anticipation of Hawaii becoming a state along with Alaska, the contest asked for an original 50 star flag. Donald's flag used the traditional red, white and blue horizontal stripes, and had wide spaced blue capital letters, U.S.A., across the center of the flag. Fifty stars were evenly distributed over the blue letters.

A forthcoming issue of Current Events will feature Donald, and he will receive a copy of The Flag Book.

BUNKER HILL GETS \$50 DONATION

Superintendent Karl Akars of Tina-Avalon School, newly-elected president of the Carroll County Teachers Association, has announced this group has donated \$50 to the Bunker Hill resort maintained by the Missouri State Teachers Association near Mountain View.

R-4 DISTRICT ORGANIZED

A new, large rural school district has been formed in Oregon County. Composed of Alton District C-2, Rover C-9 at Thomasville and 18 rural districts in the county, the new district, called R-4, covers 474 square miles.

Valuation of the R-4 District is \$3 million. Clifford Holland is superintendent of C-9 and Walter England is superintendent of Alton C-2.

CERAMICS STUDIED AT FREDERICKTOWN

Fredericktown School District has introduced ceramics as a new part of the art curriculum this year in the upper grades.

Mrs. Leota Reagan, highschool art teacher, and Mrs. Esther Wilt, elementary art teacher, assisted the pupils in making ceramic Christmas gifts and in doing free hand modeling.

FREE . . . LAUGH BOOK

An attractive new, mirth-provoking "Laugh Book" has been published by Precision Equipment Co. Of interest to everyone, the Laugh Book is of particular value to those who must make an occasional public address or luncheon speech.

For a free copy, write to Precision Equipment Co., 4411F Ravenswood Ave., Chicago 40, Ill.

ADMISSIONS OFFICER TO ASSIST SCHOOLS

Educators and guidance counselors in the state of Missouri desiring admissions information on the United States Military Academy now have a personal point of contact at West Point. Captain Clinton Granger, Jr., has been named as the Admissions Officer for the Fifth Army area which includes the state of Missouri. His address is: Admissions Division, USMA, West Point, New York.

The members of the newly-established division are prepared to answer questions on admissions requirements and procedures, to supply informational material for guidance use, and to arrange for Military Academy participation in secondary school guidance activities.



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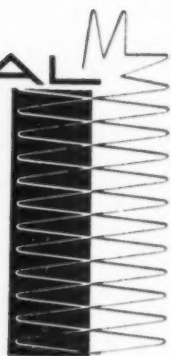
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It Is Inventory Time

CALENDARS indicate it is the time when many individuals and commercial concerns take inventory as a preface to striking a balance to determine progress, if any, since the last accounting.

Teachers should stop their busy cycle of duties long enough to make an accounting of their profession and then help to make plans to remedy any weaknesses that are apparent.

Missouri classroom teachers and administrators are better prepared today in terms of college semester hours to teach than ever before.

Ten years ago over 10,000 Missouri teachers had less than the recommended minimum of four years of college work. Today less than 5,000 are below the degree standard. Many of these need only a few hours to complete degree requirements. This is commendable progress and recognition should be given. However, in this space age the sooner all members of the profession reach the five year college preparation level as recommended by a resolution adopted by your MSTA Assembly of Delegates students and teachers will profit. The average preparation of Missouri teachers now stands at 1.40 college semester hours.

Missouri is building classrooms at an unprecedented rate. Last year school building expenditures reached \$56,852,201.

Reliable information points to the need of nearly 4,000 more classrooms plus special buildings such as shops, music rooms, cafeterias, auditoriums and gymnasiums. These would cost an estimated \$135,519,288.

In a competitive economic society salary plays a major part in attracting and retaining competent personnel in an occupation.

Last year the average salary of the instructional staff in Missouri was \$4,157. Missouri ranked 28th among the states. In 1955 the rank was 33rd. The progress is commendable but Missouri is still nearly \$500 below the national average.

A professional salary for professional teachers is needed. The starting salary needs to be increased. At the same time all too frequently the career teacher is not receiving salary increments that are in keeping

with his experience and additional professional training.

The estimated average income for the 17 most common professions is about \$7,600. This is 63% above the \$4,650 figure for the teachers of our nation. Additional funds from local, state and federal sources are needed to bring salaries for professional teachers in line with other professions.

Most school authorities agree school districts need to be large enough to provide an acceptable educational program.

Ten years ago Missouri had 8,400 school districts. This number has been reduced to about 2,500. The total includes: 1,700 common school districts; 249 six-director elementary; and 552 highschool districts. Remarkable progress has been made but there are districts unable to offer adequate services.

Missouri has accelerated considerably the establishment of special education classes in recent months. Among the other needs in this area are funds for encouraging the formation of programs for the gifted. The gifted, the mentally retarded and the average are all entitled to an education suited to the ability of each individual involved.

Our State Department of Education has competently supervised the revision of certain areas of the school curriculum. This continuous process is being further refined at the local level. Never have so many school districts had curriculum study groups at work on what the schools should teach. These groups include teachers and lay people. Studies indicate schools are doing a better job of teaching the fundamentals today than ever before. If only those who believe the opposite to be true would carefully investigate the facts, it would be apparent.

We believe most of the thinking members of the teaching profession would agree a better job could be done provided instructional conditions were improved.

Everyone should endeavor to do a better job of interpreting educational needs to the public. Continuation of an ostrich-like attitude on the part of the public could spell defeat for our way of life.



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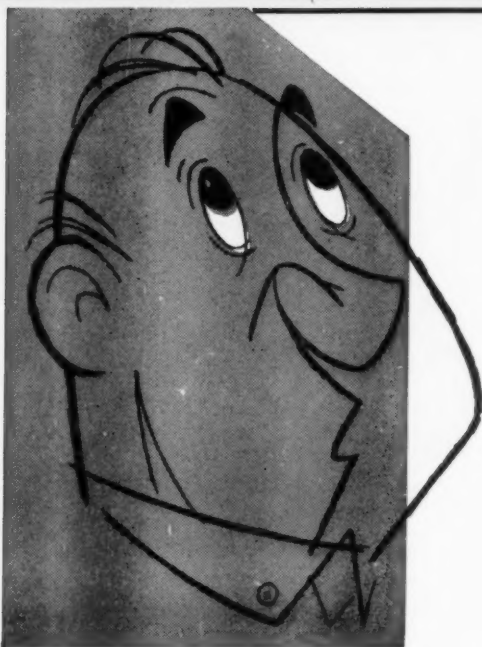
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